

**BY ORDER OF THE COMMANDER
AIR EDUCATION AND TRAINING
COMMAND**



**AETC INSTRUCTION 36-2605,
VOLUME 5**

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Personnel

**FORMAL FLYING TRAINING
ADMINISTRATION AND
MANAGEMENT—COMBAT SYSTEMS
OFFICER (CSO)**

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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This instruction implements Air Force Policy Directive (AFPD) 36-26, *Total Force Development*. It establishes policy for student administration as well as for conduct and documentation and provides management guidelines for all AETC undergraduate combat systems officer training (UCT) courses and graduate combat systems officer (CSO) training courses in the T-6A and T-1A aircraft. It applies to all undergraduate and graduate flying training wings and groups conducting UCT or graduate CSO training in these aircraft and to members of the Air National Guard (ANG) and the Air Force Reserve Command (AFRC) enrolled in applicable AETC flying courses. Each unit will coordinate its supplement with AETC/A3FC prior to publication and forward one copy to AETC/A3FC after publication. Submit suggested changes to this instruction on AF Form 847, *Recommendation for Change of Publication*, through command channels, to AETC/A3FC, 1 F Street, Suite 2, JBSA Randolph TX 78150-4325. This instruction requires collecting and maintaining information protected by the Privacy Act of 1974, authorized by Executive Order 9397(as amended), which authorizes collection of the social security number (SSN). System of records notices F011 AF XO A, Aviation Resource Management System (ARMS), F036 AETC Y, Training Integration Management System (TIMS) Records, and F036 AF PC Q, Personnel Data System, apply and are available on line at <http://dpcl.d.defense.gov/privacy/sorns.aspx>. Ensure all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of in accordance with (IAW) the Air Force Records Information Management System (AFRIMS) Records Disposition

Schedule (RDS). The authorities to waive wing/unit level requirements in this publication are identified with a Tier (“T-0, T-1, T-2, T-3”) number following the compliance statement. Submit requests for waivers through the chain of command to the appropriate Tier waiver approval authority, or alternately, to the Publication OPR for non-tiered compliance items in accordance with (IAW) paragraph 1.2 See [Attachment 1](#) for a glossary of references and supporting information.

SUMMARY OF CHANGES

This document is substantially revised and must be completely reviewed. Major changes include: adds a new chapter covering general overview and waiver policy ([chapter 1](#)); updates AFPC’s office symbols (paragraphs 2.1.1., 2.1.2.2., 2.3.1., 2.3.2., 7.4., and 7.4.5., and Table 4.1.); changes reference from initial flight screening to initial flight training (IFT) (paragraphs 2.1.1. and 2.1.2.2.); changes office symbol to 479 STUS (paragraphs 2.1.2.1., 2.1.2.2., 2.1.2.3., 2.1.3., 2.1.3.1., 2.1.3.2., 2.1.3.4., 2.1.3.5., 2.1.3.6., 2.1.3.7., 2.1.3.8., 2.1.3.9., 2.1.3.10., and 4.2.3.); removes guidance for eliminating officers from flying training now contained in AETCI 36-2605, Vol. 1 (paragraph 2.1.3.1.3); updates website link (paragraph 2.3.); updates Production Metrics report distribution (paragraph 2.4.); clarifies physical training guidance (paragraphs 2.6. – 2.6.5.); removes Administrative Hold guidance now contained in AETCI 36-2605, Vol. 1 (paragraphs 2.8. – 2.8.2.4., paragraphs 2.9.2. and 2.9.3.); revises guidance on documenting overall lessons graded F or U (paragraphs 3.2.4.1.1. – 3.2.4.3.2.); updates documentation guidance (paragraphs 3.3. – 3.3.1.5.); adds AF Form 679 information (paragraph 3.5.4.); adds contact information for ordering AETC Form 31 (paragraph 3.5.7); adds guidance on authenticating AETC Form 240-5 (paragraphs 3.5.8.3.1 and 3.5.8.3.2.); revises guidance on completing AETC Form 1121 (paragraphs 3.5.13.1. – 3.5.13.1.2.); removes CAP guidance that is now in AETCI 36-2605, Vol. 1 (paragraph 4.1.); clarifies guidance on continuation training meetings (paragraph 4.1.6.); clarifies guidance on the commander’s review process (paragraph 4.2.1. – 4.2.2.); adds a paragraph on CR for Misconduct (paragraph 4.3.2.2. – 4.2.6.3.); adds a paragraph addressing attempt to DOR by rated aircrew members (paragraph 4.3.2.2.); moves the Example Student Notification Memorandum to attachment 2; moves the Commander’s Review Checklist and Briefing Guide to attachment 3; updates CR records distribution (Table 4.1.); clarifies guidance on incomplete sorties (paragraph 6.11.1.3.); clarifies guidance on grading procedures (paragraph 6.12.); clarifies guidance on form used for the student’s career request (paragraph 7.2.2., 7.7.2., and 7.7.3.3.); removes the flight commander ranking matrix and adds a website location (paragraph 7.6.4.)

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Chapter 1

OVERVIEW

1.1. Introduction. This instruction outlines the responsibilities for units conducting flying training in AETC undergraduate and graduate Combat Systems Officer training courses. Each unit must institute procedures to ensure training, documentation, practices, and procedures are accomplished IAW this instruction. This instruction complements AETCI 36-2605, Volume 1, *Formal Flying Training Administration and Management*.

1.2. Waivers. Policy and procedures are enacted to provide quality and consistency in training and evaluation whether at an undergraduate or graduate level. Occasionally, unique circumstances may warrant special consideration and possible waiver of policy provisions. At the same time, because it is important to preserve fidelity of training, evaluation, and policy implementation throughout the command, a process must be established for review of proposed waivers.

1.2.1. Waivers that change the intent of the policy outlined in this instruction are not authorized without AETC/A2/3/10 approval. Unless otherwise stated in this document, Wing Commanders (CCs) (T-3) are the approval authority for individual personnel exceptions to the policy outlined in this instruction caused by special or unusual circumstances.

1.2.2. AETC units will coordinate waivers through AETC/A3F. Squadron commanders (SQ/CCs) will submit all waiver requests to this publication electronically on AF Form 679, *Waiver Request*, through command channels. Waiver requests must provide justification why the individual or unit cannot comply with requirements.

1.2.3. **Nineteenth Air Force Commander (19 AF/CC):** 19 AF is responsible for executing formal flying training operations within AETC.

1.2.3.1. The 19 AF/CC will be the approval authority for removing a student from training for cause.

1.2.3.1.1. The respective subordinate commander will make a recommendation to the 19 AF/CC for consideration.

1.2.3.1.2. For cause includes: students engaging in misconduct punishable under the Uniform Code of Military Justice, or a student who demonstrates improper conduct, attitude, or lack of responsibility toward assigned duties or obligations. This may include character disorders that raise doubt about the student's fitness for continued service.

1.2.3.1.3. Wing/CC should contact 19 AF/JA and 19 AF/A3 for guidance in specific situations.

1.2.4. **Operations Group (OG) Commander.** The OG/CC of local supplements will handle waivers to unit supplemental guidance.

Chapter 2

STUDENT ADMINISTRATION

2.1. Casual Student Officer Management:

2.1.1. **General.** Casual student officers are those who have reported to their assigned UCT base and are awaiting training, students temporarily removed from training (i.e., Administrative Hold - Other or on Training Delay - Medical status), students eliminated from training awaiting reassignment, and students graduated from training and awaiting PCS or follow-on training. AFPC/DP2LT uses a computer program to efficiently schedule casual student officers for the initial flight training (IFT) (if needed), water survival, and UCT and to minimize their “casual” time prior to entering the training pipeline.

2.1.2. Roles and Responsibilities:

2.1.2.1. The 479 Student Squadron (STUS) manages all casual student officers.

2.1.2.2. The unit will not change any IFT, water survival, or UCT training dates. The unit will develop a list of “hot spares,” primarily Officer Training School graduates, who have completed IFT and water survival. The purpose of the “hot spares” is to fill any UCT training slot that may go unfilled as a result of higher than anticipated IFT attrition. If a student requires adjustment to the assigned training dates, STUS supervisor will contact AFPC/DP2LT at DSN 665-2102 for resolution.

2.1.2.3. The 479 STUS/CC or designated STUS supervisor will:

2.1.2.3.1. Categorize casual student officers based on the time between their report date and their UCT class start date. Short-term (90 calendar days or less) casual student officers stay in the flying training group to ensure completion of all in-processing, temporary duties (TDY), and permanent change of station (PCS) requirements, and only fill short-term or one-time manpower requirements. (T-3)

2.1.2.3.2. Attempt to detail long-term (more than 90 calendar days) casual student officers within the flying training group. If a place in the group is not available, these officers may be assigned throughout the base. (T-3)

2.1.2.3.3. Relieve casual student officers from all details 10 calendar days prior to their UCT class start date. (T-3)

2.1.2.3.4. Place UCT eliminees on casual status until they depart the base for a PCS.

2.1.3. **Accountability.** The 479 STUS/CC maintains administrative control (ADCON) over all casual student officers, regardless of the unit they support. The 479 STUS/CC ensures casual student officers are ready to start scheduled training, provides continuing professional development, and motivates students for their flying careers. ADCON includes, but is not limited to, the following actions:

2.1.3.1. **Disciplinary Action.** The STUS/CC is the first level authority for all Uniform Code of Military Justice (UCMJ) actions. The STUS/CC monitors each casual student officer’s performance from the date of arrival until departing the base for the student’s follow-on assignment.

2.1.3.2. **Recalls.** Casual student officers will report to the STUS supervisor according to the recall option for accountability and sign-in prior to reporting to their duty assignment. (T-3)

2.1.3.3. **Duty Hours.** Casual student officer duty supervisors are responsible for maintaining accountability of the casual student officers during all duty periods. (T-3)

2.1.3.4. **Mentoring.** All casual student officers will be present for mentoring sessions set by the STUS supervisor as required. Students will be released back to their duty assignments upon completion. (T-3)

2.1.3.5. **Mishap Reporting.** Casual student officer duty supervisors will notify the STUS supervisor of any on- or off-duty mishap. (T-3) If the duty supervisor completes an AETC Form 435, *Mishap Data Worksheet*, it will be routed it through STUS supervisor and the STUS/CC. (T-3)

2.1.3.6. **Squadron Commander Calls/Safety Meetings.** Release casual student officers to attend all 479 STUS/CC calls and safety meetings unless their duty is mission critical and their absence is coordinated with the STUS supervisor. (T-3)

2.1.3.7. **Letter of Evaluation (LOE).** Duty supervisors of casual student officers are highly encouraged to complete an optional LOE, which is the appropriate tool to capture a casual student officer's performance. While the optional LOE is not filed in the selection record, it provides performance information to the subsequent rater for consideration when accomplishing the follow-on report (training or evaluation report). Officers may include their LOE in a letter to the board (for example, central selection board, force-shaping board, etc.), if convened prior to their next evaluation. In addition to LOEs, excellent performance can be documented with a decoration that becomes a part of the selection record. By completing optional LOEs, a level playing field is maintained among all students, regardless of casual status duties. LOEs and decorations will be routed through STUS supervisor for 479 STUS/CC recommendation and approval. (T-3)

2.1.3.8. **Leave.** Casual student officers will coordinate leave and pass requests through their duty supervisor prior to submitting them to the STUS supervisor for approval. (T-3)

2.1.3.9. **Physical Training (PT).** Casual student officers will participate in the 479 STUS fitness program. (T-3)

2.1.3.10. **Supervisors.** The 479 STUS pre- and post-training branches supervise casual student officers until they begin the primary phase of UCT. The assigned flight commander assumes supervisory responsibility for the students during all phases of UCT. The 479 STUS pre and post branch will supervise UCT eliminees until they PCS from the base. (T-3) During each transfer of supervisory responsibilities, the losing supervisor will brief the gaining supervisor on each student's progress, potential, and any problems which may affect the student's training. (T-3)

2.2. Course Entry Administration. Units will review incoming student records to verify they are complete. Students must meet course entry prerequisites established in the syllabus. If a student does not meet the course entry prerequisites, contact AETC/A3FC before entering the student into training. As a minimum, units will review the following student records (or their equivalents) prior to any formal training:

2.2.1. Standardization/Evaluation (Stan/Eval) Records. These records are maintained in the flight evaluation folder (FEF). Depending on aircrew specialty, some individuals may not yet possess an FEF. Students hand-carry FEFs to training according to the Education and Training Course Announcements (ETCA) course requirements. If required, flying training units will forward applicable AF Form 8, *Certificate of Aircrew Qualification*, and other Stan/Eval records and documents to the student's home or gaining unit upon completion of training.

2.2.2. Individual Flight Records. Students will hand-carry individual flight records to training according to the ETCA course requirements.

2.2.3. Training Folders or Records from Previous Courses. (Pipeline students only) Pipeline students are those students who have not yet transferred PCS to an operational unit as permanent party members. If training records are not available, contact AETC/A3FC.

2.2.4. Training Summaries (AETC Form 1121, *Summary Performance Report - UCT*) and Student Biographies. The squadron commander (SQ/CC), squadron operations officer (SQ/DO), flight commander (FLT/CC), or designated representative will review all training summaries and student biographies included in the student training record.

2.3. Quota Management. The programmed flying training (PFT) document establishes the baseline for student quota management, which reflects real-time changes and are the AETC aircrew training primary source documents for class entry dates, student load, and production schedule information. AETC/A3RA maintains the quota management worksheets. These worksheets are available at <https://cs3.eis.af.mil/sites/OO-OP-AE-57/default.aspx>. AETC provides class quotas annually via electronic PFT pages. AETC/A3RA notifies affected units when quotas change.

2.3.1. Units should obtain class entry rosters in the Personnel Data System not later than two weeks before class entry. Obtain rosters as early as possible to allow identification of excess capacity. Contact AETC/A3RA and AFPC/DP2LT to fill empty quotas if identified with adequate lead time.

2.3.2. Units will report roster discrepancies as soon as they are discovered but no later than 3 duty days following the class start date. Report changes and discrepancies to AETC/A3RA, AFPC/DP2LT, AETC/A3FC, and 19 AF/A3. In addition, report changes impacting aircraft assignment to AFPC/DP2ORC and AETC/A1KOD.

2.3.3. Units will update the student's records in the Personnel Data System upon changes in the projected graduation date, elimination from training, or graduation.

2.4. Production Metrics Report. AETC/A3RB is the point of contact (POC) for flying training production metrics. At the beginning of each fiscal year, AETC/A3RB uploads the PFT document to the flying training production analysis (FTPA) Web-based input tool. The group commander or designated POC will update the FTPA with *actual* entries, gains, losses, attritions, graduate numbers and notes, if applicable. These updates are due 5 duty days after the class start date and class graduation date. AETC/A3R will provide flying training production metrics to 19 AF/A3 (AETC.19AF.A3@us.af.mil) upon request.

2.5. Special Reporting Procedures for ANG and AFRC Students. SQ/CCs ensure the following actions are taken: (**Note:** This reporting is exempt from report control symbol (RCS))

reporting according to AFI 33-324, *The Air Force Information Collections and Reports Management Program*)

2.5.1. For ANG or AFRC Students Experiencing Difficulty: Units will notify AETC/A3G (for ANG) or AETC/A3H (for AFRC), as appropriate, via electronic mail (E-mail) when an ANG or AFRC student requires a progress check (PC) or an elimination check (EC), enters the commander's review (CR) process, is placed on administrative Hold Other (Admin Hold – Other) or Training Delay – Medical (TDM) status, or is eliminated from or reinstated in training. In addition, notify AETC/A3G or AETC/A3H, as appropriate, when a student washes back a class or there is reasonable doubt about a student's potential to complete a training syllabus. Include the student's home unit and NGB/A3OC or AFRC/A3TB, as applicable, as addressees on the E-mails.

2.5.2. Graduation Notification. If the student's graduation date changes, units will notify the student's home unit and NGB/A3OC or AFRC/A3TB of the student's new graduation date by E-mail no later than 30 calendar days before the new date. When it appears that a student may graduate late, notify the student's home unit as soon as possible. Send an information copy to AETC/A3G or AETC/A3H, as appropriate.

2.6. Physical Training (PT) Program. Students participate in a scheduled PT program according to the appropriate syllabus; AFI 36-2905, *Fitness Program*, AETCI 11-406, *Fighter Aircrew Conditioning Program*, and AFPAM 11-419, *G-Awareness for Aircrew*.

2.6.1. USAF UCT students require a current passing (Satisfactory or Excellent) Fitness Assessment (FA) to advance to the flight line. If students have not passed the FA prior to their first scheduled flight, the SQ/CC will:

2.6.1.1. Remove them from training and place them on Admin Hold – Other status until passing the FA.

2.6.1.2. Notify AETC/A3FC and 19 AF/A3.

2.6.1.3. Enter them into the CR process and notify AETC/A3FC and 19 AF/A3 if after 90 calendar days the student still has not met the FA.

2.6.2. Group (flight, class, etc.) physical training is highly encouraged to build esprit de corps, but it is not required.

2.6.3. All students must have a current FA with a passing score to attend survival, evasion, resistance, and escape (SERE) training.

2.7. Weight and Anthropometric Standards. AFI 48-123, *Medical Examinations and Standards, Medical Standards Directory Table T*, lists standards for flying in ejection-seat aircraft. Prior to their first flight, units will brief students on the capabilities and limitations of the ejection seats in their unit's aircraft. Students in training who are outside the weight-for-flight range are given until they reach the flight line to get their weight into the proper range. Enter undergraduate students who do not meet the weight for flight standards in the CR process and notify AETC/A3FC and 19 AF/A3. Comply with AFI 48-123 for graduate students.

2.8. Training Delay:

2.8.1. Medical. A UCT student requiring extended medical treatment beyond the assigned UCT class start date is administratively entered into training and placed into a duty not

involving flying (DNIF) status on the class start date. Adhere to TDM status timelines according to AETCI 48-102, *Medical Management of Undergraduate Flying Training Students*, and AETCI 36-2605, Volume 1.

2.9. Students in Transition Status. Commanders will assign students awaiting PCS training, students on Admin Hold – Other or TDM status, eliminees, etc., to duties commensurate with their background, training, and grade. (T-3) Contact AETC/A3G or AETC/A3H for the disposition of ANG and AFRC students. (T-3)

Chapter 3

TRAINING FOLDER

3.1. Introduction:

3.1.1. Each student must have a training folder. The training folder consists of the electronic Training Integration Management System (TIMS) training folder and other required training documents not maintained in TIMS (reference paragraph 3.2). If a backup version of the TIMS training folder is maintained, the unit stipulates procedures in local unit guidance. A student may only access his or her own training folder.

3.1.2. In addition to the training folder, the FLT/CC will maintain personal information folders (if required) on students to protect information of a personal nature, inappropriate for public access, or sensitive in nature, and thus not appropriate for the training folder. Use AF Form 174, *Record of Individual Counseling* or AETC Form 173, *Student Record of Academic Counseling and Comments*, to record counseling entries maintained in the personal information folder. Annotate on an AF Form 4293, *Student Activity Record*, in the student's training folder when a counseling session is conducted.

3.1.3. The FLT/CC will ensure training folders and personal information folders are secured to prevent unauthorized access.

3.1.4. Instructors will ensure each aircraft, aircrew training device (ATD), academic and ground training event is recorded in the training folder.

3.1.5. Units will establish procedures to conduct periodic student training folder reviews to ensure accurate and complete documentation of each student's training.

3.2. Contents. Include the following items in the training folder, as applicable.

3.2.1. AETC Form 101, *Student Performance Summary*. (**Note:** A memorandum for record (MFR) maintained in TIMS may be substituted for the AETC Form 101.)

3.2.2. AF Form 4293. (TIMS)

3.2.3. Academic examination grades summary. (TIMS)

3.2.4. Grade sheets. (TIMS)

3.2.4.1. Instructors will provide postflight comments in the comment column of the grade sheet on individual maneuvers. Write comments in a way that provides continuity from one instructor pilot (IP)/instructor CSO (ICSO) to the next and alerts IPs/ICSOs to the areas and objectives they should concentrate on for the ensuing sortie.

3.2.4.1.1. As a minimum, provide comments for any maneuver graded below a previously required maneuver item file (MIF) proficiency level. For graduate CSO training courses, postflight comments are required only on items graded below MIF, if in the instructor's judgment the student may have difficulty meeting MIF by the end of the category. (T-3) Ensure comments are consistent with assigned grades and the course training standards (CTS).

3.2.4.1.2. If the overall lesson graded is fair (F) or unsatisfactory (U), instructors will provide comments on all maneuvers graded below the previous unit MIF and any

weak areas that need to be highlighted. Consolidate comments in the “Overall Comments” section under the “Comments” tab. Comments will follow the cause-and-effect format to document the substandard performance and identify the root cause. Each MIF item will be addressed separately. Do not use a MIF item to justify a downgrade of other MIF item(s) without a corresponding down grade of the first MIF item. Do not bundle multiple MIF items under a single MIF item.

3.2.4.1.3. Units may use the AF Form 4293 instead of the grade sheet to document substandard performance outlined in paragraph [3.2.4.1.2](#)

3.2.4.2. As a minimum, in the “Overall Comments” section under the Comments tab, instructors will include the mission profile, overall assessment of the student’s characteristic performance, and any recommendations for the next IP/ICSO.

3.2.4.3. Grade sheet Review. Document grade sheet reviews in the “Grade sheet Reviews” section under the “Docs” tab. A formal review is required by the student and next IP/ICSO on all grade sheets. In addition:

3.2.4.3.1. If the lesson is incomplete, the approval authority for the incomplete sortie will indicate approval by documenting a formal review.

3.2.4.3.2. If the overall lesson graded is fair (F) or unsatisfactory (U), the FLT/CC and assigned IP/ICSO will review the grade sheet and document the formal review.

3.2.5. CR process paperwork. (T-3)

3.2.6. Messages/E-mail (ANG and AFRC, if applicable). (T-3)

3.2.7. Student officer’s biography (optional).

3.2.8. Grade report for each category and training medium. (TIMS)

3.2.9. Record of emergency procedure (EP) training. (TIMS)

3.2.10. Record of special syllabus requirement accomplishment. (TIMS)

3.3. Documentation. Accurate documentation of the student’s performance is a core competency and integral to the student training process. Failure to do so places the integrity of the training program at risk, fails to portray an accurate picture of the student’s actual performance, and improperly influences class ranking. Instructors will use an AF Form 4293 to document student training according to the applicable syllabus and this instruction. Include all AF Form 4293 entries in the student’s training folder. Instructors will provide a concise summary of the student’s training and ensure entries clarify any training action. Begin each entry with date of the event, subject or syllabus lesson numbers, overall lesson grade, and lesson duration (if applicable). End the entry with the name, grade, and duty title of the instructor making the entry. The student, student’s assigned IP/ICSO, and the FLT/CC must initial all AF Form 4293 entries. Documentation is required for the following:

3.3.1. Admin Hold – Other or TDM status.

3.3.2. Current medical flight status. Units may substitute a scanned or electronic copy of the DD Form 2992, *Medical Recommendation for Flying or Special Operational Duty* in the TIMS training folder for the AF Form 4293 entry.

3.3.3. Failure of any academic examination, category check, flight evaluation, simulator evaluation, PC or EC.

3.3.4. Counseling session.

3.3.5. Assignment to and removal from the commander's awareness program (CAP).

3.3.6. Training folder review prior to a PC, EC, or CR. The reviewing instructor documents any training anomalies, syllabus deviations, etc. that were not previously documented.

3.3.7. Authorization for additional training (AT). The authorization authority identifies the reasons for an AT sortie and sign or initial the entry.

3.3.8. Entry into the CR process and elimination from or reinstatement into training.

3.3.9. Syllabus deviations.

3.3.10. Syllabus entry prerequisite waiver or syllabus waiver (required if AETC Form 6, *Waiver Request* is not included in the electronic training folder).

3.3.11. Airsickness or G-induced loss of consciousness (GLOC) episodes.

3.3.12. Unusual occurrences that could affect the student's progress.

3.3.13. Results of the training review for students projected to exceed the syllabus maximum flying hour or sortie threshold. If the syllabus does not identify a maximum threshold, use 115 percent as a guide for that syllabus.

3.3.14. Training folder closeout statement. Include a closeout statement in every training folder. If the student was eliminated/withdrawn from training, state so in the statement. Include the student's major weapon system (MWS) assignment, if matched.

3.4. Student Training Records Disposition. Students usually obtain their training records during out-processing and hand-carry them to their gaining unit. If the record is incomplete when the graduate departs, the training unit will forward the training record to the gaining unit via certified or electronic mail within 10 duty days of the student's graduation. The training unit will use appropriate E-mail encryption features to properly safeguard information sent electronically and will verify the electronic file is received. Refer to [Figure 3.1](#) for the appropriate distribution of training documents, including forms, records, and reports. Upon completion of training or disenrollment, the training unit will maintain the student's records according to AETCI 36-2605, Volume 1.

3.5. Training Documents. The group commander will standardize student documentation and content. The following documentation is required:

3.5.1. **Aeronautical Orders.** The local HARM office publishes aeronautical orders according to AFI 33-328, *Administrative Orders*, and AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Aviation Badges*, and AFI 11-421, *Aviation Resource Management*.

3.5.2. **AF Form 174 or AETC Form 173.** Use these forms to document counseling sessions concerning sensitive personal problems. Keep these forms in the personal information folders maintained by the FLT/CC.

3.5.3. **AF Form 475, *Education/Training Record*.** Prior to course completion resulting in a change of station, the losing unit will complete an AF Form 475. The wording for comments on the AF Form 475 should be similar to an officer performance report and signed by the SQ/DO or higher.

3.5.4. **AF Form 679.** This form is used for all waiver requests to this publication. Completing this form is self-explanatory.

Figure 3.1. Training Document Distribution.

Item	A	B	C
	Document	Student	Copy Distribution
1	AETC Form 240-5, <i>Summary Record of Training</i> (Note 1)	USAF	Original – flight record folder (per AFI 11-421)
2		ANG and AFRC	Original – flight records folder (per AFI 11-421) Student – 1 NGB/A3OC or AFRC/A3TB – 1 (Note 2)
3	Student training folder (Notes 3,4)	USAF, ANG, and AFRC	Original – according to RDS
4	AF Form 1256, <i>Certificate of Training</i>	All Students	Student – 1
5	AETC Form 1121 (Note 4)	USAF	Gaining AETC base - 1
6		ANG and AFRC	NGB or AFRC – 1 (Note 2) Gaining unit - 1

Notes:

1. Suspense is 10 duty days after the student graduates or is eliminated. Follow-on training date may require completion of an AETC Form 240-5 immediately after graduation because this form is required for entry into training.

2. Send this form to NGB/A3OC, 3500 Fetchet Ave, Andrews AFB, MD 20762, or AFRC/A3TB, 155 Richard Ray Blvd, Robins AFB GA 31098-1635, as applicable.

3. Suspense is 10 duty days after the student graduates.

4. Upon graduation from UCT or PCS for advanced flight training, the host aviation resource management (HARM) office or the local registrar forwards each student's training folder to the gaining AETC base. If forwarded by the HARM office, the training folder, AETC Form 240-5 and AETC Form 1121 are sealed in an envelope or hand-carried to the student's gaining AETC base. The registrar may forward the training folder electronically. Use appropriate E-mail encryption features to properly safeguard information sent electronically. If a student's follow-on training is outside AETC, retain the training folders. The gaining unit's HARM office sends the training folder to the OG/CC for distribution to the appropriate flying training SQ/CC. The last AETC flying base from which the student received training maintains the record for one year after the student departs.

3.5.5. **AF Form 1256.** Award this form to graduates of AETC formal flying training courses.

3.5.6. **AETC Form 6.** This form is used for all syllabus and ETCA waiver requests. Completing this form is self-explanatory.

3.5.7. AETC Form 31, *Certificate of Aeronautical Rating*. Award an AETC Form 31 to UCT graduates. Completing this form is self-explanatory. To order this form, units should contact AETC/A3FP.

3.5.8. AETC Form 101. Generate an AETC Form 101 for any student placed on CAP. The form is a permanent part of the student's training record. Specify documented military deficiencies. These deficiencies may include unexcused tardiness or absences, traffic tickets, unaccompanied quarters inspection failures, weight program, violations, and dress and appearance according to AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*. Units may maintain an MFR in the student's TIMS training folder in lieu of the AETC Form 101. The MFR must address all areas listed on the AETC Form 101.

3.5.9. AETC Form 240-5. Use the following guidance to ensure the AETC Form 240-5 provides an accurate record of training and appropriately documents accomplishments in UCT courses:

3.5.9.1. Generate a form for each student who enters the UCT course.

3.5.9.2. The Chief, Host Aviation Resource Manager signs the "authentication" block.

3.5.9.2.1. Authenticate the AETC Form 240-5 for Primary and Advanced Phase students after their training folders are closed out (i.e. marked as graduated in TIMS).

3.5.9.2.2. Authenticate the AETC Form 240-5 for students entered into a Commander's Review.

3.5.10. AETC Form 298, *Flight Briefing Critique*. (Primary UCT only) Use AETC Form 298 to critique daily flight briefings. (T-3) Supervisors will complete the form to provide feedback to the FLT/CC. Rate all areas observed during the briefing. Completing this form is self-explanatory.

3.5.11. AETC Form 499, *Distinguished Graduate Certificate*. This form is presented to students selected for distinguished graduate (DG) status. A locally approved form or plaque may be substituted for this form.

3.5.12. AF Form 4293. This form is used to document information in a student's training folder.

3.5.13. AETC Form 1121. (As applicable based on student assignment.) This form provides follow-on training instructors and supervisors with an assessment of the student's overall ability and characteristic performance during training. The undergraduate flying training unit will prepare the form on each UCT graduate.

3.5.13.1. This form will not be a part of the graduate's permanent record. Use the following guidance when filling out this form:

3.5.13.1.1. **Maneuver Assessment.** Place an "X" in the appropriate block for each maneuver. If a maneuver was not flown or observed, leave the blocks blank.

3.5.13.1.2. **End of Phase Summary.** Provide a candid assessment of the student's performance in each phase of training. (Primary, Advanced Core, and Top-off) Discuss strengths, weaknesses, progression, acceptance of instruction, and any other relevant factors. Evaluate the graduate's performance relative to the course training standards.

3.5.13.1.3. **Flight Commander Assessment.** Provide a subjective assessment of the graduate's overall airmanship and ability. Identify any areas that may require special attention or supervision. Comment on the graduate's officer qualities only if appropriate as they relate to or affect training and performance.

Chapter 4

STUDENT MANAGEMENT

4.1. Progress Checks (PC) and Elimination Checks (EC). PCs/ECs are full mission-profile sorties during which a student's performance is observed, rated potential is evaluated, and ability to complete the course within syllabus constraints is considered. Conduct PCs/ECs according to the applicable syllabus. PCs/ECs are separate from the normal syllabus flow. Students must demonstrate proficiency on the PC/EC to the current stage of training. PCs/ECs are key events in the CR process. Triggers for these events are defined in the applicable syllabus.

4.1.1. **Authorized PC/EC instructors.** Only duly appointed and qualified instructors may administer a PC/EC. Refer to the applicable syllabus for authorized PC/EC instructors. Normally do not fly the student with the same PC/EC instructor on consecutive and/or subsequent PC/EC sorties.

4.1.2. **Ground Evaluation.** PC/EC ground evaluations may be conducted as a result of a failed category check/PC/EC for unsatisfactory general knowledge, ground operations, mission planning, or EPs, or as the result of a FLT/CC-directed evaluation for failure to progress or meet syllabus standards in procedural knowledge (These evaluations may include a simulator mission.).

4.1.2.1. The designated PC/EC instructor conducts the entire briefing, ground evaluation execution, debriefing, and assign the overall grade.

4.1.2.2. The ground evaluation should be one to two hours in length and of sufficient breadth and depth to evaluate the student's overall procedural knowledge.

4.1.3. **Simulator:**

4.1.3.1. During PCs/ECs, civilian simulator instructors (CSI) will serve only as console operators. Their participation is limited to assisting the PC/EC instructor with operating the simulator to facilitate mission execution.

4.1.3.2. The PC/EC instructor will brief the assigned CSI separately on mission objectives, mission profile, event flow, desired scenarios, and areas of student weakness. The actual student mission briefing, execution, debriefing, assignment of individual grades, and assessment of overall student performance is the sole responsibility of the designated PC/EC instructor.

4.1.3.3. The PC/EC instructor will not substitute a simulator PC/EC for a syllabus-directed aircraft sortie.

4.1.4. **Grading.** Grade PCs/ECs according to syllabus guidance.

4.1.5. **Incomplete PC/EC.** The PC/EC instructor determines if the sortie is complete. A PC/EC is "Incomplete" only if the mission tasks and objectives could not be completed to ascertain a reasonable evaluation of student performance.

4.1.6. **Continuation Training (CT) Meetings.** The SQ/CC or designated PC/EC program manager conducts PC/EC instructor CT meetings at least quarterly to ensure command and squadron PC/EC philosophy is implemented and standardized. All individuals who conduct

PCs/ECs are required to attend. Document the meetings in sufficient detail such that those who are unable to attend can read and initial the meeting minutes, and understand what transpired. Maintain copies of the meetings minutes and slides (if used) for one year. As a minimum, each meeting should include a review of pass and fail rates by individual PC/EC instructors over the last quarter and year-to-date, quarterly and annual PC/EC pass and fail rates, and at least one grading scenario brought to a conclusion and documented in the meeting minutes. Grading scenarios should generate thoughtful discussion and reference to the individual CTS appropriate for the scenario.

4.2. Commander's Review Process:

4.2.1. Overview. The CR recommends the student's elimination or retention in training. All students in a formal flying training course will go through a CR before being eliminated or withdrawn from training. Complete the CR process within 10 duty days from the date the initiating authority (IA) enters the student in the CR process by signing the AETC Form 143, *Record of Commander's Review Action (ABM/CSO)*.

4.2.2. Entry. The IA will enter the student in the CR process by signing the AETC Form 143 NLT three duty days after meeting the syllabus trigger. Remove the student from training and place on Admin Hold - Other pending final approving authority (AA) decision. The IA may elect to continue the student in academic training with reviewing authority (RA) concurrence. Instruct students not to attend flight line activities (aircraft or simulator) until reinstated. Students projected to exceed the syllabus maximum sortie or flying hour threshold because of overall poor performance should be considered for entry into the CR process under the failure to progress or meet syllabus standards trigger. If the syllabus does not identify a maximum threshold, use 115 percent as a guide for that syllabus. SQ/CCs will consider entering UCT students into the CR process if they fail three flight/simulator checks or a combination of four flight/simulator checks, PCs and or ECs during the same phase of training under the failure to progress or meet syllabus standards trigger.

4.2.3. IA. The SQ/CC conducting the student's syllabus training is the IA. The IA will:

4.2.3.1. Notify the student in writing of the consideration for elimination and briefs the student on the CR process ([Attachment 2](#)). For ANG and AFRC students, refer to paragraph [2.5.1](#)

4.2.3.2. Complete the IA portion of the CR Checklist and briefing guide ([Attachment 3](#)).

4.2.4. RA. The group commander is the RA. The RA will:

4.2.4.1. Review the student's training and recommends elimination from or retention in training. The group commander may delegate this authority to the deputy group commander, operations support SQ/CC, or any flying training SQ/CC (not to include the student's SQ/CC). The RA examines the student's training records and, as deemed necessary, interviews the student and FLT/CC or SQ/CC.

4.2.4.2. Complete the RA portion of the CR Checklist ([Attachment 3](#)).

4.2.4.3. Suspend the CR if it becomes apparent that circumstances require convening an investigation under the provisions of AFI 51-602, *Boards of Officers* or when information

arises that would cause the student to be medically disqualified. Reconvene as appropriate to complete the CR process.

4.2.5. **AA.** The WG/CC is the AA. The AA will:

4.2.5.1. Complete the AA portion of the CR Checklist ([Attachment 3](#)).

4.2.5.2. List any authorized AT.

4.2.5.3. Not recommend students eliminated for manifestation of apprehension (MOA), drop-on-request (DOR), or academics for any other flying training. The AA should consider the student's motivation, situational awareness, task management skills, airmanship, and academic average when recommending eliminees for other flying training.

4.2.6. **CR for Misconduct.** 19 AF/CC will determine if an officer should be eliminated from UFT for misconduct which results in or warrants nonjudicial punishment. Refer to AETCI 36-2605, Volume 1 for further guidance. When completing AETC Form 143:

4.2.6.1. The OG/CC is the IA.

4.2.6.2. The WG/CC is the RA.

4.2.6.3. 19 AF/CC is the AA.

4.3. Student Eliminations:

4.3.1. Students *should* be eliminated if they:

4.3.1.1. Exhibit lack of adaptability (LOA), which is the inability to complete the course because of physical, psychological, or personality factors. LOA eliminees require an evaluation from both medical and rated personnel. This category includes airsickness, GLOC, and MOA. Medical and rated personnel conducting the evaluations will document the results in the student's training folder. They will specify the physical, psychological, or personality factors that led to the LOA determination. In addition, they annotate specific deficiencies in Section IV of AETC Form 143.

4.3.1.2. Fail to meet proficiency standards of the syllabus in flying, academics, or procedures.

4.3.1.3. Fail to demonstrate the potential to complete the course within syllabus constraints.

4.3.1.4. Receive punitive action under the articles of the UCMJ.

4.3.1.5. Fail to meet standards prescribed in AFI 36-2905 and this publication.

4.3.2. Students *will* be eliminated if they:

4.3.2.1. DOR (UCT only). The FLT/CC will counsel the student on the ramifications of DOR (i.e., permanent disqualification from flying status, reclassification proceeding, and possible elimination from the Air Force) prior to entering him or her into a CR. Once the student is counseled and signs the AETC Form 143, he or she is ineligible for reinstatement. **Note:** UCT students with aeronautical rating cannot DOR and fall under the procedures in AFI 11-402.

4.3.2.2. Attempt to DOR (rated aircrew members). Rated officers attempting to DOR from a formal training course fall under the provisions in AFI 11-402 and will be removed from the formal training course via a CR prior to implementing AFI 11-402 procedures. **Note:** Attempting to DOR will trigger an FEB which opens the member to permanent disqualification from aviation service and may prohibit wearing the aviation badge.

4.3.2.3. Become medically disqualified, unless a flight surgeon determines the disqualification may resolve within 12 months of the initial DNIF. In the latter instance, place the student in TDM status. Refer to AFI 48-123, AETCI 48-102, AETCI 36-2605 Volume 1 and Chapter 5 of this publication for additional guidance. **Note:** For those students funded under the TDY-to-school program, the assigned unit will notify AETC/A3FC and AETC/FMAM as soon as the TDM status becomes probable.

4.3.2.4. Initiate action to separate from the service.

4.3.2.5. Get recalled by the parent unit, higher headquarters, or home country. Refer to AETCI 36-2605, Volume 1 for additional guidance.

4.3.2.6. Get involved in drug abuse substantiated by reliable evidence.

4.3.2.7. Get adjudicated absent without leave, are confined, or have deserted.

4.3.2.8. Demonstrate improper attitude or lack of responsibility toward assigned duties or obligations. This may include character disorders that raise doubt about the student's fitness for training.

4.3.2.9. Fail two ECs in the same phase (Primary or Advanced) or fail three ECs total.

4.3.3. AETC/A3 staff will maintain entry, production and elimination data to ensure fairness and equitable opportunity for all flying training program candidates.

4.4. Student Dispositions:

4.4.1. Students reinstated into training after a CR complete an EC following completion of any AT authorized by the AA in Section IV of AETC Form 143. Students reinstated after academic deficiencies must repeat the examination after appropriate AT. Students reinstated following a flying evaluation board complete AT directed by the final approval authority.

4.4.2. After completing AETC Form 143, Section IV, units will process eliminated students under AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, AFI 36-3207, *Separating Commissioned Officers*, AFI 36-2110, *Assignments*, or the ETCA. Units will process rated students according to AFI 11-402; and pipeline or PCS students through appropriate personnel channels.

4.5. CR Records Distribution:

4.5.1. The school registrar or similarly designated authority will maintain original CR records according to RDS and distribute them within 10 duty days of CR completion. These records must be available for review.

4.5.2. Units will distribute eliminated officers' CR records as outlined in Table 4.1 and maintain them according to the RDS.

4.5.3. The course registrar will ensure each elimination case is updated in the training management database with an elimination code.

4.5.4. The servicing flight management office will update ARMS with the appropriate disqualification code.

Table 4.1. Officer CR Records Distribution.

Item	A	B	C
	Form or Item	Type of Student	Copy Distribution
1	AETC Form 143 (Note 1)	Active Duty USAF	AETC/A3FC – 1 (Note 5) AFPC/DP2LT and AFPC/DP2ORC 1 each (Note 2)
2		ANG	AETC/A3FC – 1 NGB/A3OC – 1 (Note 3)
3		AFRC	AETC/A3FC – 1 AFRC/A3TB – 1 (Note 4)
4	Notification memorandum	All	NA
5	Show cause memorandum		
6	Student training folder		
7	Individual flight record (rated CSO only)		
8	AETC Form 240-5 (UCT only)		
9	AF Form 422, <i>Notification of Air Force Member's Qualification Status</i>		
10	Order awarding aeronautical rating		NA
11	Order rescinding aviation status		
Notes: 1. Suspense is 10 duty days after CR completion. 2. AFPC/DP2LT and AFPC/DP2ORC, 550 C St West, Ste 10 and Ste 33 (respectively), Joint Base San Antonio-Randolph TX 78150-4723. 3. NGB/A3OC, 3500 Fetchet Ave, Andrews AFB, MD 20762, or E-mail. 4. AFRC/A3TB, 155 Richard Ray Blvd, Robins AFB GA 31098-1635, or E-mail. 5. Forward CR packages to AETC/A3FC in electronic portable document format (.pdf). Use appropriate E-mail encryption features to properly safeguard information sent electronically and verify the electronic file is received.			

Chapter 5

MEDICAL MANAGEMENT REQUIREMENTS

5.1. General. This chapter establishes student management requirements for appropriate medical and operations personnel. Operations and medical personnel must ensure commanders are informed when students exhibit MOA symptoms or other medical conditions that affect daily student training decisions. Supervisors must also strive to keep students motivated and flying on a regular basis. AETCI 36-2605, Volume 1, contains additional guidance.

5.2. Airsickness Procedures for UCT Students:

5.2.1. Students must meet MIF standards to continue flying training. Grade them against the absolute grading scale, regardless of the effects of airsickness. Early in the primary phase of UCT, the instructor may help students overcome the effects of airsickness by changing the profile or if necessary, terminating the mission. Use sortie termination as a last resort since continued exposure to the flight environment enhances physiological adaptation. As students progress in training, instructor assistance decreases. Airsickness experienced by the student does not necessarily warrant an overall grade of unsatisfactory. Consideration should be made for in-flight conditions, training accomplished, and whether or not the mission is terminated early.

5.2.2. FLT/CCs and instructors will send students who experience active or passive airsickness to the flight surgeon for examination, counseling, and treatment as soon as practical and before the next aircraft or simulator sortie. Document all episodes of airsickness on AF Form 4293.

5.2.3. While participating in the airsickness management program (AMP), students will continue the normal syllabus flow to include flying. (T-3) AMP is outlined in AETCI 48-102.

5.2.4. The FLT/CC will place primary phase students who become airsick on four or more sorties on CAP.

5.2.5. Limit student pharmacological therapy to a maximum of three sorties.

5.2.6. Commanders will process nonrated officers in UCT who cannot overcome airsickness problems according to AETCI 48-102.

5.2.7. Commanders will process rated officers in UCT who cannot overcome airsickness problems according to AFI 48-123. Squadron supervisors should coordinate closely with the chief of aeromedical services for each of these special cases.

5.3. Airsickness Procedures for Graduate CSO Training Students:

5.3.1. A student who experiences airsickness may not necessarily warrant an overall grade of unsatisfactory. Instructors should consider the inflight conditions, training accomplished, and whether or not the mission is terminated early to determine the final grade.

5.3.2. Students must meet MIF standards to continue flight training.

5.3.3. FLT/CCs and instructor will send students who experience active or passive airsickness to the flight surgeon for examination, counseling, and treatment as soon as

practical and before the next aircraft or simulator sortie. Document all episodes of airsickness on AF Form 4293.

5.3.4. While participating in AMP, students continue the normal syllabus flow to include flying. Limit student pharmacological therapy to a maximum of three sorties.

5.3.5. Commanders process rated officers who cannot overcome airsickness problems according to AFI 48-123 and AFI 11-402. Squadron supervisors should coordinate closely with the chief of aeromedical services for each of these special cases.

Chapter 6

STUDENT TRAINING

6.1. Flight Commander Responsibilities. The FLT/CC is the first echelon of command responsible for safely and efficiently scheduling people, mission and aircraft. The FLT/CC must know the capabilities and experience levels of all flight members, and ensure they fly the right mission at the right time according to applicable syllabuses and directives. Safety must remain paramount in the FLT/CC's mind. FLT/CCs will keep the operations supervisors informed of the training plan and any changes, and:

6.1.1. Supervise and monitor student training.

6.1.2. Assist students and supervisors with the training review process and provide for discipline, physical and mental well-being, and general welfare of students. The FLT/CC must be aware of each student's progress in all areas, including the potential effect of external factors (personal problems, etc.). FLT/CCs help students when they:

6.1.2.1. Counsel students determined to be marginal performers or those placed on CAP and conduct follow-up counseling as often thereafter as necessary.

6.1.2.2. Counsel students as necessary, on appropriate management issues, including personal problems and disciplinary matters. If additional assistance is necessary, refer students to the appropriate base support agencies (Chaplain, Legal Office, etc.).

6.1.3. Maintain student training folders according to Chapter 3 of this instruction, local guidance, and the applicable syllabus.

6.1.4. Ensure student compliance and documentation of PT accomplishments.

6.1.5. Coordinate with academic supervisors on individual student performance.

6.1.6. Ensure students are briefed on assignment opportunities as applicable.

6.1.7. Brief student leaders on the scope and limits of their responsibilities.

6.1.8. Assist in syllabus-directed functions.

6.2. Syllabus Resource Management. The FLT/CC and SQ/CC are responsible for the management of student flight hours. Each syllabus category has an associated number of sorties or missions and flight hours. On average, the syllabus mission and any AT, PC, or EC sorties should reflect the average mission duration (AMD) for the category of training. Instructors should closely adhere to the syllabus AMD. The AMD should not be exceeded except for extenuating circumstances or to meet training objectives.

6.3. Additional Training Sorties. AT sorties provide extra training to students in specific circumstances to include check failure, break-in-training, CR reinstatement, syllabus waiver, group commander corrective actions, or as otherwise specifically authorized by the syllabus. Refer to the applicable syllabus for authorized AT sorties and specific guidelines.

6.3.1. Adaptation to Corrective Lenses (Coded XXX84). These sorties are authorized for students who experience training difficulties and require corrective lenses.

6.3.2. Warm-up/Break-in-Training (Coded XXX86). These sorties are authorized for delays in training and will be flown only when remaining syllabus sorties are insufficient to compensate for the student's break in training. Instructors should consider using the simulator instead of the aircraft if appropriate.

6.3.3. Reinstatement by CR (Coded XXX87). These sorties may be authorized for students reinstated into training after a CR.

6.3.4. Prior to PC and EC (Coded XXX87). These sorties may be authorized before a PC and EC. These sorties are not automatically given to every student. They are reserved for cases where the SQ/CC determines some training irregularity or anomaly has occurred, and the student has demonstrated the potential to complete the syllabus within syllabus constraints. Document the training irregularity or anomaly as part of the AF Form 4293 AT authorization entry.

6.3.5. Q-2/Q-3 Flight Evaluation (Coded XXX87). These sorties may be authorized by the flight evaluator as a result of a Q-2/Q-3 flight evaluation.

6.4. Ground Training Unit (GTU):

6.4.1. GTUs are instructional lessons that are normally prerequisites for simulator or aircraft missions and complement academic instruction.

6.4.2. Instructors are responsible for teaching GTUs according to instructor guides. Instructors may teach the GTUs to students on an individual or group basis.

6.4.3. Syllabus time for GTUs is an approximate time to complete the lesson. Log the completion time, date, and actual training time in TIMS.

6.5. Formal Flight Briefings. UCT flights will conduct a formal flight briefing at least once per week while the students are on the flightline. This briefing may occur any time during the duty day and cover appropriate administrative information, flight safety (paragraph 6.6), ground safety (at least monthly), standardization briefing (paragraph 6.7), and a cockpit/crew resource management (CRM) topic (at least every other week according to paragraph 6.8). Brief operations notes, weather, and notices to airmen in individual crew briefings. On the days a group flight briefing is not accomplished, instructors will cover required information during individual crew briefings.

6.6. Flying Safety Briefings. UCT flights will conduct these briefings at least once a normal workweek. Briefings should emphasize aircraft mishap prevention and promote group discussion to improve student judgment and confidence.

6.7. Standardization Briefings. Emphasize situational EPs to include overhead questioning and group discussions of selected topics. Briefings should be structured to assist in the development of judgment, proper application of procedures, and realistic use of available publications. The standardization briefing should include a standup EP situation. UCT flights conduct standardization briefings as part of the formal flight briefing at least three times during a normal workweek throughout the program. (T-3) The standardization briefings may be in conjunction with formal flight briefing or at a time that ensures maximum instructor and student participation.

6.8. Cockpit/Crew Resource Management Briefings. AFI 11-290, *Cockpit/Crew Resource Management Training Program*, and its AETC Supplement outline requirements for the CRM

training program. CRM briefings address human-factor causes in aircraft mishaps. Use real-world mishaps as examples in the briefings. Brief CRM to UCT students at least once every other week. Brief and debrief CRM core concepts and skills on every aircraft and simulator mission. CRM briefings may be substituted for safety or standardization briefings, but they are not testable.

6.9. Mission Briefings. These briefings set the tone of the lesson. Cover specific objectives, mission accomplishment, and specific flight or simulator restrictions. Discuss techniques and procedures for flying the mission before or after the mission briefing. Post-mission briefings measure the success in accomplishing the mission objectives. Refer to the appropriate AFI 11-series publication for briefing formats. The applicable syllabus contains mission briefing requirements.

6.10. Student Standardization Program. The standardization program consists of briefings and tests to ensure students maintain the highest proficiency level in procedural knowledge and application. The minimum passing score on all flight line tests is 85 percent and 100 percent for **Boldface** tests. Refer to the applicable syllabus for additional guidance.

6.10.1. All UCT flights administer a weekly emergency procedures quiz (EPQ) covering general and EP knowledge appropriate for the student's stage of training. The EPQ may be administered in printed or electronic format. Printed EPQs will be numbered sequentially for accounting purposes. Immediately prior to administering the EPQ the test administrator will:

6.10.1.1. Generate a fresh 20-question EPQ from the TIMS secure server with a representative number of questions from each assigned reading area.

6.10.1.2. Secure the room and administer the EPQ.

6.10.1.3. Collect any printed EPQs and answer sheets, and account for each numbered copy.

6.10.1.4. Grade the EPQ; record the scores; and destroy all test copies, answer sheets, the answer key, transparencies, and/or electronic versions.

6.10.2. The following are available to supplement the standardization program:

6.10.2.1. **AETC Form 46, T-6A Emergency Procedures.** This form contains a list of EPs to cover during a T-6A course. In the blank space next to the specific EP, enter the date the EP situation was covered.

6.10.2.2. Boldface emergency procedures and operating limitations worksheets are available on the AETC/A3V website at

<https://eis.aetc.af.mil/hq/A23/A3V/A3VU/default.aspx>

6.11. Incomplete Sorties:

6.11.1. Except for checks, PCs, and ECs, the FLT/CCs will determine if a sortie is incomplete. He or she will:

6.11.1.1. Evaluate each situation on an individual basis. (**Note:** If a student has had ample opportunity to learn a task and subsequently flies a short sortie, do not incomplete the sortie. Also do not incomplete a lesson solely because an individual maneuver is

omitted when the omitted maneuver can be accomplished on the next sortie without degrading accomplishment of future training objectives.) (T-3)

6.11.1.2. Consider the sortie's effect on the quality of the student's training and each student's prior training opportunities as well as the remaining sorties available to accomplish training objectives. The syllabus provides a means for AT for students who do not progress to the end of category MIF proficiency requirements.

6.11.1.3. On end-of-unit sorties if a maneuver is graded below MIF, the sortie is complete and the overall grade is U.

6.11.1.4. Ensure both above- and below-average students are afforded the same training opportunities to refine their skills.

6.11.2. Incomplete sorties do not break a string of unsatisfactory syllabus sorties.

6.12. Grading Procedures. Instructors will grade student training according to the applicable syllabus. The CTS is the baseline for all maneuver grading. Instructors must compare Student performance to the CTS before assigning maneuver grades. When assigning a maneuver grade, first grade the maneuver being flown. If the maneuver is flown below the required proficiency level then determine if Risk Management/Decision Making, Task Management, Situational Awareness, Crew Coordination and Emergency Procedures/General Knowledge should also be downgraded. Overall lesson grades must be consistent with syllabus guidance, the student's documented progress, and overall performance.

6.13. Category Checks. Checks validate students have achieved the required proficiency and/or instructional level for a category, are conducted according to the applicable syllabus, and are graded against the course training standards using the required MIF proficiency and instructional levels as the baseline.

6.13.1. **Profile.** The check FLT/CC ensures a cross-section of maneuvers optioned in the category check MIF are regularly sampled on category checks. (T-3)

6.13.2. **Grading.** Category checks are syllabus events and the CTS must be applied exactly as on daily events. The starting point for assigning any maneuver grade is the CTS which equates to satisfactory proficiency level or a letter grade of G. The instructor will grade student maneuvers according to the applicable syllabus, grading completed checks excellent (E), good (G), unsatisfactory (U) or NG (no grade) overall.

6.13.3. **Incomplete Checks.** With SQ/CC approval, checks may be considered incomplete if no maneuver completed by the student was graded below MIF and either all required maneuvers were not flown or the number of maneuvers flown was insufficient to reasonably assess the student's overall performance. If a check is incomplete, the student need only perform those maneuvers necessary to complete a normal check profile on the subsequent (refly) check. (T-3)

6.14. Check Instructor CT Meetings. The group will conduct check instructor CT meetings at least quarterly to ensure grading philosophy, practices and standards are consistent and standardized. All individuals who conduct category checks are required to attend. As a minimum, each meeting should include a review of pass and fail rates by category for each check administered since the last CT meeting, check weak areas or trends, pass and fail rates of individual check instructors, and at least one grading scenario brought to a conclusion.

Document the meetings in sufficient detail such that those who have an authorized absence can read the meeting minutes and understand what transpired.

6.15. Flight Evaluations. Conduct flight evaluations according to AFI 11-202, Volume 2, *Aircrew Standardization/Evaluation Program*, its AETC Supplement, AFI 11-2MDS-specific volumes 2, and the applicable syllabus.

6.16. Wash Back. When a student washes back into another class, the SQ/CC is the approving authority for determining the appropriate TIMS version of the syllabus to use to continue the student's training. (T-3)

6.17. Civilian Flight Training. To maintain the integrity of the AETC training system, students rated by the Federal Aviation Administration (FAA) (private pilot, commercial pilot, etc.) may fly civilian aircraft once they enter into UCT, but they may not pursue additional ratings or qualifications. Students not rated by the FAA will not fly civilian aircraft after entering into UCT. Prior to conducting any civilian flying, students will complete an AETC Form 410, *High-Risk Activities Worksheet*, and submit the form for commander approval.

6.18. Flight Planning Software use in UCT. Flight instruction of flight planning principles in UCT is tailored to each phase with the understanding that manual flight planning skills provide the foundation for software-based flight planning skills.

6.18.1. In the primary phase, the prescribed learning objectives focus on manual mission planning skills. Therefore, primary students will not use flight planning software for syllabus-directed events. However, primary instructors may use flight planning software to verify student flight planning computations.

6.18.2. In the advanced phase, the initial focus is to reinforce the manual flight planning skills learned in the primary phase. After initial exposure and satisfactory manual flight planning performance is demonstrated, introduce flight planning software through courseware and ground training, then apply on the flight line. Specifically, students are required to plan and fly applicable sorties using manual or software-based flight planning methods according to syllabus requirements.

Chapter 7

UCT STUDENT ASSIGNMENT PROCESS

7.1. Overview:

7.1.1. **Students receive MWS assignments based on demonstrated potential to successfully complete required follow-on training.** MWS assignments consider three elements:

7.1.1.1. Needs of the Air Force.

7.1.1.2. Assignment availability.

7.1.1.3. Student desires.

7.1.2. To aid commanders in these decisions, merit assignment selection system (MASS), a command-directed performance measurement tool, is provided. MASS provides student relative ranking within his or her class and is used for student MWS assignment, and final graduation order of merit.

7.1.3. The WG/CC is the approval authority for all MWS assignment decisions. Any waivers or deviations from this process must originate from the WG/CC for review by AETC/A3F.

7.2. Career Information:

7.2.1. Before MWS assignment, the wing will provide students with MWS-specific career information. This information should help students make informed choices when requesting specific aircraft. Specific information should include mission duties, career path and advancement opportunities, and average TDY commitments.

7.2.2. Present the information via briefings, career days, and/or other practical means. The wing should also consider sponsoring career day activities along with the base's annual open house or airshow. UCT students will make their career requests on a group commander-approved assignment preference worksheet. (T-3) **Note:** Inform students with special-need dependents, join spouse, or other special circumstances to make these situations known to their chain of command.

7.3. Merit Assignment Selection System (MASS):

7.3.1. The FLT/CC or appropriate squadron representative will present a comprehensive briefing to each class to ensure understanding of the MASS methodology. The FLT/CC or other appropriate squadron representative must ensure he or she subsequently briefs any student who is unavoidably absent.

7.3.2. MASS generates a merit ranking which is an overall assessment of the student's airmanship and capability based upon demonstrated performance. It includes the FLT/CC's assessment of the student's flying skills, leadership, teamwork, officership, attitude, and potential to complete follow-on training.

7.3.3. A TIMS MASS transaction is required for each UCT class prior to MWS assignment. The group commander will ensure a finalized MASS is performed in TIMS. Reference Attachment 4 for how to Compute MASS Standardized Scores.

7.4. UCT Student Assignment Process. After receiving assignments from AFPC/DP2ORC and not later than 2 weeks before the scheduled assignment night, AETC/A1KO will provide the 479 FTG with the assignments. The 479 FTG/CCs may also request the assistance of AETC/A1KO to obtain an appropriate MWS assignment based on a suitable match with the student's skill and potential. Assignment night is no later than 1 week before graduation.

7.4.1. **Merit Order Calculation.** The 479 FTG will compute the merit order for all 479 FTG U.S. students. Contact AETC/A3F for MASS calculation questions.

7.4.2. Before assignment night, all students will complete the group commander-approved assignment preference worksheet, indicating (in order) their choice of MWS aircraft.

7.4.3. The SQ/CC and FLT/CCs will convene and assign students MWS aircraft.

7.4.3.1. Rank students in merit order for MWS aircraft. Reference [Figure A4.9](#) for Phase Total Computation.

7.4.3.2. If available, and based on Air Force needs, the top 10 percent of graduates should receive their first choice of MWS aircraft. (T-3) For example, in a class of 15 students, the top 10 percent would be 1.5 students. Round numbers .5 and above to the next higher number, making the top 10 percent (in this example) two students.

7.4.3.3. Use the rank order listing and the student's assignment preference worksheet to provide the best match of the student's desires with available MWS aircraft. (T-3) If a student's first choice is not available, go to the second (third, etc.) choice until a match is found.

7.4.4. The 12 FTW/CC is actively involved in actions affecting CSO students in the assignment selection process and makes the final decision on the best match of student skill, potential, and desire with available aircraft. The 12 FTW/CC will provide a list of finalized assignment selections and merit rank order to AETC/A1KO not later than one duty day before the scheduled assignment night.

7.4.5. AETC/A1KO will check selections for potential errors and coordinate with the 479 FTG for final assignment release. AETC/A1KO will then forward assignment matches to AFPC/DP2ORC no later than the following Monday after assignment night.

7.4.6. Squadron supervisors will establish procedures to announce assignment drops. (T-3) In addition, they will closely monitor student performance after MWS assignment.

7.4.7. When appropriate, squadron, group, and wing personnel will work with AETC/A1KO to coordinate any assignment changes necessitated by post-MWS assignment performance. (T-3)

Chapter 8

STUDENT AWARDS

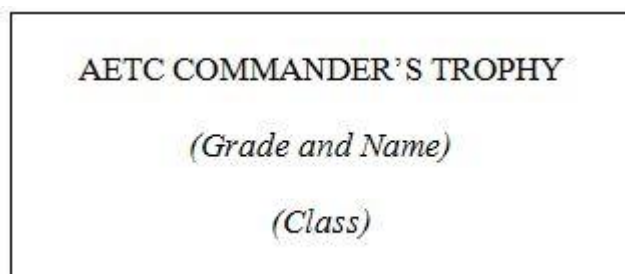
Section 8A—

8.1. Overview. The WG/CC will establish and maintain a program to present awards to students selected as outstanding in academics, military qualities, and flying training. Duplicate awards may be presented for ties. AFI 36-2805, *Special Trophies and Awards*, governs appropriations for such awards. A wing awards council or similar process nominates and selects students for awards approved by the WG/CC.

8.2. Distinguished Graduate (DG) Awards. The group commander may select DGs from the students in each class and present them a plaque and the AETC/A2/3/10 memorandum of recognition during graduation. For each class, the group commander is the final approving authority for all awards. As a minimum, a DG award requires a student to be in the upper 10 percent of the graduating class using the final MASS score. If a DG is an ANG or AFRC member, notify AETC/A3G or AETC/A3H, as appropriate, as soon as possible to ensure appropriate representation.

8.3. AETC Commander's Trophy. This award is presented to the student in each class with the highest MASS score using the combined MASS data from the primary and advanced phases of UCT. The WG/CC (or designated representative) will present the trophy during the graduation ceremony. The trophy is an 8-inch tall, weathered brass finish statue of an eagle, mounted on a wood base approximately 5 inches by 5 inches wide and 4 inches tall. A suitable brass plate is attached to the base and engraved as follows in [Figure 8.1](#):

Figure 8.1. AETC Commander's Trophy Plate.



8.4. Academic and Flying Training Awards. The academic training award is presented to the student in each track with the highest academic MASS score for the primary and advanced phases. The flying training award is presented to the student with the highest combined daily sortie and check sortie MASS scores for both the primary and advanced phases. The group commander is the approving authority for these awards.

*Section 8B—***8.5. DG Awards:**

8.5.1. Units develop their own methods of identifying up to the top 10 percent of students in basic courses as DGs. Classes of less than 10 may have one DG. Any fractions may be rounded upward. Commanders may elect not to designate a DG in a class.

8.5.2. DG programs recognize students who clearly excel during formal training. Formalize the DG program in local guidance. DGs must demonstrate outstanding progress in each phase of academic, simulator, and flying training, and outstanding results in flying and simulator evaluations. The unit commander is the final approving authority for all awards.

8.5.3. The DG will receive an AETC Form 499 (or locally approved substitute) signed by the unit CC and DO.

JOHN A. CHERREY, Brigadier General, USAF
Director of Intelligence, Operations, and Nuclear
Integration

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

AFPD 36-26, *Total Force Development*, 27 September 2011

AFI 11-202, Volume 2, *Aircrew Standardization/Evaluation Program*, 13 September 2010

AFI 11-202v2_AETCSUP, *Aircrew Standardization/Evaluation Program*, 30 January 2014

AFI 11-290, *Cockpit/Crew Resource Management Program*, 15 October 2012

AFI 11-290_AETCSUP, *Cockpit/Crew Resource Management Program*, 2 June 2014

AFI 11-401, *Aviation Management*, 10 December 2010

AFI 11-401_AETCSUP, *Aviation Management*, 29 February 2016

AFI 11-402, *Aviation and Parachutist Service, Aeronautical Ratings and Aviation Badges*, 13 December 2010

AFI 11-402_AETCSUP, *Aviation and Parachutist Service, Aeronautical Ratings and Aviation Badges*, 10 July 2012

AFI 11-421, *Aviation Resource Management*, 10 April 2014

AFI 33-324, *The Air Force Information Collection and Reports Management Program*, 6 Mar 2013

AFI 33-328, *Administrative Orders*, 16 Jan 2007

AFI 36-2110, *Assignments*, 22 September 2009

AFI 36-2805, *Special Trophies and Awards*, 14 March 2013

AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, 18 July 2011

AFI 36-2905, *Fitness Program*, 21 October 2013

AFI 36-3206, *Administrative Discharge Procedures for Commissioned Officers*, 9 June 2004

AFI 36-3207, *Separating Commissioned Officers*, 9 July 2004

AFI 48-123, *Medical Examinations and Standards*, 5 November 2013

AFI 51-602, *Boards of Officers*, 2 March 1994

AFMAN 33-363, *Management of Records*, 1 March 2008

AFPAM 11-419, *G-Awareness for Aircrew*, 17 October 2014

AETCI 11-406, *Fighter Aircrew Conditioning Program (FACP)*, 8 March 2012

AETCI 36-2605, Volume 1, *Formal Flying Training Administration and Management*, 16 February 2016

AETCI 48-102, *Medical Management of Undergraduate Flying Training Students*, 5 November 2013

Prescribed Forms

AETC Form 1121, *Summary Performance Report - UCT*

Adopted Forms

DD Form 2992, *Medical Recommendation for Flying or Special Operational Duty*

AF Form 8, *Certificate of Aircrew Qualification*

AF Form 174, *Record of Individual Counseling*

AF Form 422, *Notification of Air Force Member's Qualification Status*

AF Form 475, *Education/Training Record*

AF Form 679, *Waiver Request*

AF Form 847, *Recommendation for Change of Publication*

AF Form 1256, *Certificate of Training*

AF Form 4293, *Student Activity Record*

AETC Form 6, *Waiver Request*

AETC Form 31, *Certificate of Aeronautical Rating*

AETC Form 46, *T-6A Emergency Procedures*

AETC Form 101, *Student Performance Summary*

AETC Form 143, *Record of Commander's Review Action (ABM/CSO)*

AETC Form 173, *Student Record of Academic Counseling and Comments*

AETC Form 240-5, *Summary Record of Training*

AETC Form 298, *Flight Briefing Critique*

AETC Form 410, *High-Risk Activities Worksheet*

AETC Form 435, *Mishap Data Worksheet*

AETC Form 499, *Distinguished Graduate Certificate*

Abbreviations and Acronyms

AA—approving authority

ABM—air battle management

ADCON—administrative control

AETC—Air Education and Training Command

AFI—Air Force Instruction

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFRC—Air Force Reserve Command

AFRIMS—Air Force Records Information Management System

AMD—average mission duration
ANG—Air National Guard
ARMS—Aviation Resource Management System
AT—additional training
ATD—aircrew training device
CAI—computer assisted instruction
CAP—commander’s awareness program
CC—commander
CR—Commander’s Review
CRM—crew resource management
CSO—Combat Systems Officer
CT—continuation training
CTS—course training standard
DG—distinguished graduate
DNIF—duty not involving flying
DO—director of operations/operations officer
DOR—drop on request
EC—elimination check
EP—emergency procedure
EPQ—emergency procedure quiz
ETCA—education and training course announcements
FA—fitness assessment
FAA—Federal Aviation Administration
FEF—flight evaluation folder
FLT—flight
FTG—flying training group
FTPA—flying training production analysis
FTS—flying training squadron
GLOC—G-induced loss of consciousness
GTU—ground training unit
HARM—host aviation resource management, high-speed anti-radiation missile
IA—initiating authority

IFT—initial flight training
IP—instructor pilot
ICSO—instructor CSO
LOA—lack of adaptability
LOE—letter of evaluation
MASS—merit assignment selection system
MDS—mission design series
MFR—memorandum for record
MIF—maneuver item file
MOA—manifestation of apprehension
MWS—major weapon system
NGB—National Guard Bureau
NLT—no later than
OG—operations group
OPR—office of primary responsibility
OSS—operations support squadron
PC—progress check
PCS—permanent change of station
.pdf—portable document format
PFT—programmed flying training
POC—point of contact
PT—physical training
RA—reviewing authority
RCS—report control symbol
RDS—records disposition schedule
SERE—survival, evasion, resistance, and escape
SQ—squadron
SSN—social security number
Stan/Eval—standardization and evaluation
STUS—student squadron
TDY—temporary duty
TIMS—Training Integration Management System

UCMJ—Uniform Code of Military Justice

UCT—undergraduate CSO training

WG—wing

Terms

Advanced Phase—Advanced phase of UCT follows the primary phase and begins when the student starts training in the advanced syllabus.

Course—The entire program of academics, simulators and aircraft conducted in all media during the programmed training days as outlined in a specific syllabus.

Course Training Standards (CTS)—The training standards describing the skills and proficiency level required of course graduates.

Courseware—The technical data, textual materials, audio, video, film, computer instruction, instructor guides, student guides, and other training material developed to support and implement the syllabus.

Graduate Flying Training—Formal flying training accomplished after completing undergraduate flying training.

Medium—Media include aircraft, ground training, computer-assisted instruction, instrument flight trainer, mission training center, networked training center-Luke, operational flight trainers, unit training devices, and weapon system trainers.

Preflight Phase—Preflight phase of UCT precedes the primary phase. It begins on the class start date and ends when the class transitions to the flight line to train in the T-6A.

Primary Phase—Primary phase of UCT begins with the class transition to the flight line to train in the T-6A.

Attachment 2

EXAMPLE STUDENT NOTIFICATION MEMORANDUM

Figure A2.1. Example Student Notification Memorandum

<p>MEMORANDUM FOR <i>(Student's Name)</i></p> <p>FROM: <i>(Initiating Authority)</i> <i>(Address)</i></p> <p>SUBJECT: Commander's Review</p> <p>1. You are being entered into the commander's review. This review evaluates all circumstances relating to your training and makes recommendations regarding your retention in or elimination from training.</p> <p>2. You are entitled to submit a "show cause" memorandum identifying any factors that may have affected your training. You may also submit written statements from individuals on your behalf as documentary information. The approving authority uses your memorandum and/or written statements pursuant to the Privacy Act of 1974 as authorized by Title 10, U.S.C., <u>Section 8013</u>. These documents become part of a case file and are destroyed one year after completion of training according to Air Force Records Disposition Schedule. The case file may be disclosed to any DoD component and may be used for other lawful purposes including litigation. Note: You are not required to submit a memorandum or written statement.</p> <p>3. Submit any written documentation not later than two duty days after receiving this memorandum.</p>	<p><i>(Date)</i></p>
<p>_____ <i>(Initiating Authority's Signature)</i></p>	
<p>1st Ind. <i>(Office Symbol)</i></p> <p>MEMORANDUM FOR <i>(Initiating Authority)</i> <i>(Date)</i></p> <p>I acknowledge receipt of this memorandum and that I was briefed on the commander's review process in accordance with AETCI 36-2605, Volume 5.</p>	
<p>_____ <i>(Student's Signature)</i></p>	

Attachment 3**COMMANDER'S REVIEW CHECKLIST AND BRIEFING GUIDE****A3.1. The Initiating Authority (IA) will:**

A3.1.1. Enter the student into the CR process NLT three duty days after meeting the syllabus trigger and notify the student in writing of his or her consideration for elimination.

A3.1.2. Explain the CR process to the student.

A3.1.3. Remove the student from training pending final approving authority (AA) decision. The IA may elect to continue the student in academic training with reviewing authority (RA) concurrence. Instruct UCT students not to attend flight line activities (aircraft or simulator) until reinstated.

A3.1.4. Complete AETC Form 143, Section I and V.

A3.1.5. Advise the student he or she may submit a show-cause memorandum within 2 duty days after receiving written notification from the IA of his or her consideration for elimination. The memorandum should address why the student should not be eliminated. It should cite specific reasons and provide any information which may have a bearing on the situation.

A3.1.6. Ensure the student completes Section II of AETC Form 143.

A3.1.7. Forward the completed AETC Form 143 with the student's show-cause memorandum (if submitted), training records, and any attachments to the RA.

A3.1.8. Notify the ARMS manager to suspend the student's aeronautical orders with ASC 04.

A3.1.9. Notify AETC/A3G (for ANG) or AETC/A3H (AFRC) and NGB/A3O or AFRC/A3TB as applicable for AFRC and ANG students.

A3.2. The Reviewing Authority (RA) will:

A3.2.1. Review the student's training and recommend elimination from or retention in training.

A3.2.2. Complete AETC Form 143, Sections III, and forward the form with all applicable records to the AA for final decision. Include a written summary of significant facts and specific rationale used to arrive at the recommendations.

A3.2.3. Inform the student of the sequence of events for CR.

A3.2.4. Inform the student of individual rights for legal assistance and representation if convened under AFI 51-602.

A3.3. The Approving Authority (AA) will:

A3.3.1. Review the student's records and RA's recommendations.

A3.3.2. Decide whether the student is retained in or eliminated from training.

A3.3.3. Complete AETC Form 143, Sections IV, including remarks on the student's officership and, in the event of elimination, recommending a follow-on career field. For UCT

medical eliminees, provide a statement in Section IV of AETC Form 143 evaluating the student's ability to complete training if medically requalified.

A3.3.4. Inform the student, upon elimination, of the opportunity to indicate personal desires for retention in service and future training according to AFI 36-2110, *Assignments*. Explain the possibility of reassignment action or release from extended active duty under the separation policies.

A3.3.5. Notify AETC/A3G (for ANG) or AETC/A3H (AFRC) and NGB/A3O or AFRC/A3TB as applicable of final disposition for AFRC and ANG students.

Attachment 4

COMPUTING MASS STANDARDIZED SCORES

A4.1. Computing MASS Standardized Scores. Use the following statistical methodology to compute MASS standardized scores. Refer to [Figure A4.1](#) through [Figure A4.4](#) for MASS calculation formulas.

Figure A4.1. Mean.

$$\mu = \frac{\sum_{i=1}^N X_i}{N}$$

A4.1.1. **Note:** N is the number of students in the class, and X_i is the individual's score (academic examination average, daily maneuver score, check score, etc.).

Figure A4.2. Standard deviation.

$$\sigma = \sqrt{\frac{\sum_{i=1}^N (X_i - \mu_x)^2}{N}}$$

A4.1.2. **Note:** N and X_i are defined in [Figure A4.1](#) and μ_x is the mean score for the category (academic examination average mean, daily maneuver score mean, check evaluation score mean).

Figure A4.3. Number of standard deviations from the mean (z-score).

$$z = \frac{X_i - \mu}{\sigma}$$

A4.1.3. T-score: $T = 50 + 10 (\text{z-score})$ [Figure A4.2](#) and [A4.3](#) T-scores are weighted according to these calculations. Add the weighted T-scores to compute the total merit score.

A4.1.4. Compute maneuver (M) scores for daily flying and check performance based on [Figure A4.4](#)

Figure A4.4. Formula for Computing maneuver scores.

$$\text{M score} = \frac{\text{M points received} \times 100}{\text{M points attempted}}$$

A4.1.4.1. Each maneuver has scores for unsatisfactory, fair, good, and excellent. Critical maneuvers are weighted more heavily. Weighted grade values for individual maneuvers are available in the maneuver grade files. For an incomplete sortie or a PC/EC sortie

following a failed category check, the maneuver score is based on the first graded attempt of the maneuver.

A4.1.4.2. AETC/A3FC determines subarea weights.

A4.2. UCT Merit Ranking. Merit Assignment Selection System (MASS) tables are located on the AETC/A3F website on the Air Force Portal. <https://www.my.af.mil/gcss-af/USAF/ep/lightweightDirectory.do?programId=t88B4F00B34159EB10134194B78C60031&directoryType=0&seedPath=%2FAFP40%2Fd%2Fs6925EC13492A0FB5E044080020E329A9%2FFiles%2FMASS&dirPath=%2FFiles%2FMASS&channelPageId=s6925EC13492A0FB5E044080020E329A9> AETC/A3FC is the approval authority for all changes to the MASS tables.

A4.3. Example Calculation. This example calculates the T-6A total score for UCT. Similar methodology applies to the other UCT phases.

A4.3.1. **Category Check Maneuver Scores.** Compute using percentage score, multiply by weighting factor, and total. Use this total to compute a T-score for category check maneuvers. Reference [Figure A4.5](#)

Figure A4.5. Category Check Maneuver Scores.

T-6A Instruments	232 pts received/235 pts possible	=	.98723 × 100	=	98.723 × .50	=	49.361
T-6A VNAV	339 pts received/365 pts possible	=	.92876 × 100	=	92.876 × .50	=	46.438
Total Category Check Points							95.799

Category Check Score	=	95.799
Class Mean	=	93.422
Standard Deviation	=	3.270
z-Score	=	(+0.7269)
Category Check T-Score	=	57.269

A4.3.2. **Note:** Assuming the mean for this class's category checks is 93.422 with a standard deviation of 3.270, then this student's 95.451 total category check points yields a z-score of +0.6208, resulting in a category check maneuver T-score of 56.208.

A4.3.3. **Daily Performance Scores.** Compute the daily performance scores using a T-score generated from student's daily maneuver percentage score. Reference [Figure A4.6](#)

Figure A4.6. Daily Performance Scores.

Daily Maneuvers	(9601 pts received/14286 pts possible)	=	.67206 × 100	=	67.206
Class Mean		=	71.237		
Standard Deviation		=	5.941		
z-Score		=	(-0.6783)		
Daily Maneuver T-Score		=	43.217		

A4.3.4. **Note:** Assuming the mean for this class's daily maneuvers is 71.237 and a standard deviation of 5.941, then this student's 67.206 total points yields a z-score of -0.6783 resulting in a daily maneuver T-score of 43.217.

A4.3.5. **Academic Scores.** Students' academic test averages are used to compute their z-scores. Only the first test attempt counts in the student's academic test average. Instructors ensure all retakes of failed academic tests are entered as retakes. Reference [Figure A4.7](#)

Figure A4.7. Academic Scores.

Academic Test Average	=	96.891
Class Mean	=	96.060
Standard Deviation	=	1.886
z-Score	=	0.4883
Academic Check T-Score	=	54.883

A4.3.6. **Note:** In this example, the student's academic test average is 96.891. Assuming the class average is 96.060 with a standard deviation of 1.886, then the resulting z-score is $+0.4883$ yielding an academic T-score of 54.883.

A4.3.7. **FLT/CC Ranking.** Use the FLT/CC ranking scores to compute a z-score. The Flight Commander Ranking Matrix table is located on the AETC/A3F website on the Air Force Portal.

<https://www.my.af.mil/gcss-af/USAF/ep/lightweightDirectory.do?programId=t88B4F00B34159EB10134194B78C60031&directoryType=0&seedPath=%2FAFP40%2Fd%2Fs6925EC13492A0FB5E044080020E329A9%2FFiles%2FMASS&dirPath=%2FFiles%2FMASS&channelPageId=s6925EC13492A0FB5E044080020E329A9> In this example, we use a ranking of 5 out of 15 = 95.71. Reference [Figure A4.8](#)

Figure A4.8. FLT/CC Ranking.

FLT/CC Ranking (5th of 15)	=	95.710
Class Mean	=	92.500
Standard Deviation	=	4.652
z-Score	=	0.690
FLT/CC Ranking T-Score	=	56.90

A4.3.8. **Note:** By design, the mean for all classes' FLT/CC ranking is 92.50. However the standard deviation varies depending on class size. In this case, we use a standard deviation of 4.652; then this student's 95.710 yields a z-score of $+0.690$, resulting in a FLT/CC ranking T-score of 56.900.

Figure A4.9. Total Computation.

57.269	(Category Check T-Score)	×	.40 (weighting factor)	=	22.907
43.217	(Daily Maneuver T-Score)	×	.20	=	8.643
54.883	(Academic T-Score)	×	.30	=	16.464
56.900	(FLT/CC Ranking T-Score)	×	.10	=	5.690
Primary Phase Total				=	53.704